

STUDENTS' SATISFACTION SURVEY ON PNU–NL SERVICES

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ABSTRACT

The assessment of students' level of satisfaction is important in determining service quality at teacher education learning institutions. To remain competitive with other teacher education institutions, it is important that the university continuously acquire, uphold, create stronger relationships and assess the level of students' satisfaction to the services they provide. This study measures the level of student satisfaction with current services offered by Philippine Normal University North Luzon Campus. The study provides investigation and comparison of possible differences in terms of level of satisfaction across the biographical profiles of respondents. A survey guided by a structured questionnaire has been administered to a sample of 287 students from the different curricular year levels. Six core services such as, Academic Advising, Administrative Support Services, Campus Life, Concern for the individual, Service Excellence, and Instructional Effectiveness were assessed by the students together with the services offered by the different offices within the university. Mean analysis reflects that students were satisfied with all of the core services provided, however, dissatisfaction has been reported only in two augmented areas specifically, the clinic and supply office. Quite interestingly, no significant differences of opinion have been recorded among the biographical profiles of the respondents except for Age and Academic Advising, and Service Excellence; Sex Profile to Campus Life and Concern for the Individual. Moreover, across curricular year levels, there was a significant difference among the responses regarding the level of satisfaction they receive among the university services such as Academic Advising, Campus Life, Concern for Individual, Service Excellence and the different offices. Overall, satisfaction level is high and results indicate satisfaction of students on the services offered by Philippine Normal University North Luzon Campus.

Keywords: assessment, students' satisfaction level, teacher education institution

INTRODUCTION:

Student satisfaction plays a crucial role for the success of a university. According to Kottler (2009), satisfaction is a person's feelings of pleasure or disappointment resulting from comparing a product perceived performance or outcomes in relation to his or her expectations. It means if the performance matches the expectation, the customer will be satisfied.

Guise and Cote (2000) said that satisfaction is a summary, affective and variable intensity response centered on specific aspects of acquisition and/ or consumption and which takes place at the precise moment when the individual evaluates the objectives.

In several universities around the world, student satisfaction surveys are carried out yearly. The revolving philosophy points to the belief that successful institutions have three basic attributes: they focus on the needs of the students; they continually improve the quality of the educational experience; and they use student satisfaction data to shape their future directions Mancao 2005).

Unlike other service industries, which hold satisfaction as a goal in and of itself, colleges and universities typically perceive satisfaction as means to an end. Higher education tends to care about student satisfaction because of its potential impact in student motivation, retention, recruitment efforts and fund raising (Schreiner 2009).

Satisfaction survey is a management information system that continuously captures the voice of the students through the assessment of performance from the students' point of view (Mehdipour 2013). Moreover, Mancao (2013) reaffirms that through survey of students' satisfaction, institutions are able to pinpoint their institutional strength as well as areas in need of improvement. One cannot be productive and excel when the university has poor services. Thus the university strives to clear away any impediment to a student's ability to function.

Palacio et al. (2002) said that students' expectation normally build even before entering the university. The image of an institution affects students' mind- set that in turn affects their decision to enrol in that particular institution that later on directly affects students' satisfaction with the institution. Moreover, Carey et al (2002) stressed that satisfaction actually covers issues on students' perceptions and experiences during their academic years. This has been supported by Kara (2004) who employed the empirical data and conceptual model to prove that students' college experience is positively related to their satisfaction and intentions to stay in a university.

In a study conducted by Gines (2014), she found out that the graduates' level of satisfaction with the University's services, learning environment and facilities were generally of high satisfaction, however, computer laboratories with moderate satisfactory is still very much desired especially with the rapid advancement of technology needed for learning and connecting with the world. Likewise, Guiab (2014) in her study found out that pre-service teachers' level of satisfaction on the services and learning climate is moderate and low on facilities.

The Philippine Normal University, North Luzon is one of the four campuses of Philippine Normal University System- the largest producer of teachers in the Philippines and recognized as the National Center for Teacher Education . Republic Act 4242 became the legal basis of the campus' creation on July 22, 1971. Today, the campus has strategically placed itself as one of the most respected teacher-training institution in the region responsive to the changing demands of the times and on the process of meeting the societal and national needs.

Considering the importance of students' satisfaction in the university, it is imperative for PNU-North Luzon to find out the level of satisfaction of the undergraduate students on the different services PNU – NL offers.

Specifically, the study sought to determine the following

1. Biographical profile of respondents
 - a. Age
 - b. Sex
 - c. Ethnicity
 - d. Curricular Year
 - e. On whether respondents are sons or daughters of teachers
 - f. Type of school graduated from

2. On whether PNU is the priority choice of the respondents to finish a college degree
3. On whether the teaching is the priority career of the respondents
4. Level of satisfaction of the respondents on the following services of PNU-NL
 - a. Academic advising
 - b. Administrative support services
 - c. Campus life
 - d. Concern for the individual
 - e. Service excellence
 - f. Instructional effectiveness
5. Evaluation of the respondents on the different administrative offices?
6. The significant difference on the level of satisfaction of the respondents when grouped according to profile variables

CONCEPTUAL FRAMEWORK OF THE STUDY:

The students grow and gain experiences from the activities and services provided to them by the university. It is necessary for students to conduct evaluation not only on the course or program but also on the services of the university and work force as a whole to determine if students' reasons or objectives in enrolling at the university are realized. There is a need to get feedback from them so that the university can make modifications that could enhance the students' chances of achieving success.

Figure 1: Conceptual Framework of the study



METHODOLOGY:

This study used the descriptive survey design. Out of a total of one thousand sixteen (1016) undergraduate students for the first semester, SY 2014-2015, two hundred eighty-seven (287) participated in the study.

The instrument was adapted in Mancao (2005) entitled "Student Satisfaction Survey. Some items were enriched to suit PNU-NL experience. The first part of the instrument contains the biographical profile of the respondents. The second requires the respondents to rate their satisfaction on 60 statements categorize into 6 namely: academic advising, administrative support services, campus life, instructional effectiveness, service excellence, and concern for the individual. The respondents rate each item using a scale of 1-4 wherein 4 as very satisfied, 3- satisfied, 2- dissatisfied, and 1- very dissatisfied. The third part of the instrument is the listing of PNU administrative offices which provides services to students.

The data gathered were subjected to statistical method using the SPSS. Frequency, percentage and mean are used to analyse the data on the level of satisfaction and T-test and Annova to determine the significant difference of satisfaction across profiles.

RESULTS AND DISCUSSION:

On Profile of the Respondents

Table 1: Frequency and Percentage Distribution of Respondents according to Age

Age	Frequency	Percentage
15	6	2.1
16	43	15
17	55	19
18	86	30
19	68	23.7
20	22	7.7
21	2	.7
22	4	1.4
23	0	0
24	1	.3
Total	287	100

The table shows that majority of the respondents are in the age bracket of 16-19. Their age is within the normal age of college students.

Table 2: Frequency and Percentage Distribution of Respondents according to Sex

Sex	Frequency	Percentage
Male	66	23
Female	221	77
Total	287	100

As shown in the table, most of the respondents were females. This result affirms that generally, female students are more attracted to the teaching profession compared to male students.

Table 3: Frequency and Percentage Distribution of Respondents according to Ethnicity

Ethnicity	Frequency	Percentage
Ilocano	221	77
Tagalog	30	10.5
Ibanag	14	4.9
Yogad	2	.7
Itawes	1	.3
Ifugao	8	2.8
Calinga	4	1.4
Gaddang	4	1.4
Igorot	1	.3
Palanan	1	.3
Kankanna-ey	1	.3
Total	287	100

As seen above, out of two hundred eighty-seven (287) respondents, two hundred twenty-one (221) are Ilocanos. This is because PNU-NL is located in the province of Isabela which is dominated by a large number of Ilocanos. However, it also shows that there are also students enrolled in the campus who belongs to other ethnic groups within the region thereby, designating the campus as the Indigenous Peoples’ Education Hub.

Table 4: Frequency and Percentage Distribution of Respondents according to Curricular Year

Curricular Year	Frequency	Percentage
First Year	50	17.4
Second Year	62	21.6
Third Year	77	26.8
Fourth Year	98	34.1
	287	100

Respondents in this study were distributed among the four curricular years. Among the 287 total respondents, 98 were 4th year, 77 were 3rd year, 62 were 2nd year, and 50 were 1st year respectively.

Table 5: Frequency and Percentage Distribution of Respondents according to whether their Parents are Teachers or not

	Father is a teacher		Mother is a teacher	
	Frequency	Percentage	Frequency	Percentage
Yes	16	5.6	33	11.5
No	271	94.4	254	88.5
Total	287	100	287	100

It can be seen in the table that most of the respondents’ parents are not teachers since only 16% of the respondents had a father who was a teacher and 11.5% had a mother who was a teacher respectively. It setbacks the belief, that most of the students who takes education as their collegiate degree are sons and daughters of teachers.

Table 6- Frequency and Percentage Distribution of Respondents according to Type of Secondary School they Graduated from

Secondary School	Frequency	Percentage
Public	229	79.8
Private	58	20.2
Total	287	100

It shows that most of the respondents graduated from a public secondary school. Out of 287 student – respondents, 229 or 79.8% were from public schools whereas; only 58 of the student-respondents or 20.2% graduated from a private secondary school. This suggests that public schools are the main feeders of the university however some students were also from private secondary schools.

Table 7- Frequency and Percentage Distribution of Respondents according to whether Teaching is their Priority Choice of Profession

	Frequency	Percentage
First priority	131	45.6
Second priority	115	40.1
Third priority	41	14.3
Total	287	100

Among the respondents, 131 or 45.6% chose teaching as priority course. This means that upon entering the university, they are really decided to become teachers. However, there are students in the university who have other priorities prior to their entrance to PNU. As indicated in the table, there are 115 students or 40.1% and 41 students or 14.3 % choose teaching as their second and third priority respectively. This shows that most students enrolled in the university do prefer teaching as their profession.

Table 8: Frequency and Percentage Distribution of Respondents according to whether PNU is their Priority University to Enrol in

Level of Priority	Frequency	Percentage
First	175	60.98
Second	86	29.96
Third	26	9.06
Total	287	100

The university attracts students who dream to become teachers. As shown in the table, 175 or 60.98% of the respondents choose PNU as their 1st priority to enrol in. However, there are students in the university who had other choices in mind prior to their entrance to PNU. Eighty six or 29.96% of them indicated that PNU was their 2nd choice and 26 or 9.06% considered PNU as their 3rd choice. This shows that PNU is still the priority university for students who opt to become educators in the near future.

SATISFACTION LEVEL OF RESPONDENTS WITH THE UNIVERSITY SERVICES:

Table 9: Degree of Satisfaction with Academic Advising

Items	Mean	Interpretation
1. My academic adviser is approachable.	3.47	Satisfied
2. I feel that my academic adviser is concerned about my success as an individual.	3.43	Satisfied
3. My academic adviser is knowledgeable about requirements in my major.	3.29	Satisfied
4. I can approach my academic adviser for any problem.	3.17	Satisfied
5. My academic adviser is usually available for consultation.	3.14	Satisfied
Total	3.30	Satisfied

Based from the table above, the respondents were satisfied with the academic advising provided by the faculty members in the university with a grand mean of 3.30. The highest mean obtained was 3.47 which describes the approachability of the academic adviser designated to the students. Likewise, the adviser is deemed concerned and knowledgeable as to the success and requirements of the students particularly in their major fields with means of 3.43 and 3.29 respectively. However, the fifth statement which states that “ My adviser is usually available for consultation” ranked last with a mean of 3.14 but still rated as “Satisfied”. Perhaps there are times that students could hardly find their adviser for consultation purposes.

Table 10: Degree of Satisfaction with Administrative Support Services

Items	Mean	Interpretation
1. Library staffs are helpful and approachable.	3.13	Satisfied
2. Administrative offices are well labelled.	3.10	Satisfied
3. Administrators are approachable and friendly to students.	2.83	Satisfied
4. Financial aid awards/scholarships are announced to students in time.	3.02	Satisfied
5. The staffs in the university offices are caring and helpful.	3.02	Satisfied
6. The clinic staffs are competent.	2.18	Dissatisfied
7. I can easily borrow audio visual equipment for class lessons/ lectures.	2.37	Dissatisfied
Total	2.81	Satisfied

Looking at the table above, the respondents were satisfied with the administrative support services given by the school with a grand mean of 2.81; with the highest mean score of 3.13 on the library

service. However, two items among the administrative services obtained a mean score of 2.18 and 2.37 respectively which means that the respondents were dissatisfied with the services given. These services are the competency of the clinic staffs and the availability of audio visual requirements for class lessons and lectures.

Table 11: Degree of Satisfaction with Campus Life

Items	Mean	Interpretation
1. PNU has a good reputation.	3.73	Very satisfied
2. A variety of co-curricular and extra- curricular activities are offered.	3.25	Satisfied
3. Males and females have equal opportunities to participate in intercollegiate athletics.	3.42	Satisfied
4. I feel a sense of pride about PNU.	3.62	Very satisfied
5. It is an enjoyable experience to be a student in PNU.	3.66	Very satisfied
6. Contests and events among universities and colleges contribute to a strong sense of PNU spirit.	3.49	Satisfied
7. The campus is safe and secure for all students.	3.31	Satisfied
8. New student orientation services help students adjust to college.	3.35	Satisfied
9. University regulations are reasonable.	3.32	Satisfied
10. On the whole, the campus is well-maintained.	3.08	Satisfied
11. There is a strong commitment to justice and harmony in PNU.	3.16	Satisfied
12. Freedom of expression is protected in PNU.	3.10	Satisfied
13. Student disciplinary procedures are fair.	3.11	Satisfied
14. PNU students are generally academically honest.	3.11	Satisfied
15. I generally know what's happening in campus.	2.85	Satisfied
16. Channels for expressing student complaints are readily available.	2.77	Satisfied
17. The student handbook provides helpful information about campus life.	2.94	Satisfied
Total	3.25	Satisfied

Students were satisfied with the campus life they have experienced in the university because the student-respondents gave a grand mean of 3.25 where in, there are three distinct experiences which the students gave a mean score of 3.73, 3.62 and 3.66. These experiences were the good reputation of the school, the sense of pride they experience as a student in the university and their enjoyable experiences as students.

Table 12: Degree of Satisfaction with Concern for the individual

Items	Mean	Interpretation
1. Most students, including myself, feel a sense of belonging in PNU.	3.84	Very satisfied
2. Class schedules are reasonable.	3.22	Satisfied
3. The counselling staff cares about students as individuals.	3.18	Satisfied
4. I can easily get involved in campus organizations.	3.08	Satisfied
Total	3.24	Satisfied

The table shows that the concern for the individual given at PNU is satisfying to the respondents which obtained a grand mean of 3.24. A mean score of 3.84 (very satisfying) was obtained however, on the sense of belongingness the student feels in the university.

Table 13: Degree of Satisfaction with Service Excellence

Items	Mean	Interpretation
1. The amount of tuition paid is worth the education I am getting in PNU.	3.65	Very satisfied
2. Tuition and other fees are reasonable.	3.30	Satisfied
3. Class change (drop/add) policies are reasonable.	3.22	Satisfied
4. I am able to enrol for classes without many hassles.	2.99	Satisfied
5. The university provides comfortable places for students to spend their leisure time.	2.88	Satisfied
6. The office of student affairs and services responds well to students' unique needs and requests.	3.02	Satisfied
7. The administrative offices are open during hours which are convenient for most students.	3.95	Very satisfied
8. Library materials and books help me accomplish my class work.	3.10	Satisfied
9. Library, athletic, cultural and medical fees are put in good use.	2.91	Satisfied
10. There is an adequate selection of food and drinks available in the canteen.	3.10	Satisfied
11. Laboratories (Science, Computer) are adequately equipped and accessible.	2.53	Satisfied
12. Classrooms are clean and provide a comfortable learning environment.	2.82	Satisfied
13. I can buy my school supplies in the university.	2.49	Satisfied
14. There is no problem with water in the university.	2.68	Satisfied
15. Toilets, comfort rooms are clean	2.19	Satisfied
Total	2.92	Satisfied

The table on the previous page tells us that the students were satisfied mostly in the services provided by the university with a grand mean score of 2.92. On the other hand, two distinct items were described by the students as very satisfying since it obtained a mean score of 3.65 and 3.95 respectively. These items were the amount of tuition paid is worth they are getting in PNU and administrative offices are open during hours which are convenient for most students respectively.

Table 14: Degree of Satisfaction with Instructional Effectiveness

Items	Mean	Interpretation
1. The content of my course within my major is valuable.	3.44	Satisfied
2. There is a commitment to academic excellence in PNU.	3.60	Very satisfied
3. I am able to experience intellectual growth here.	3.64	Very satisfied
4. The number of students in a class is fine.	3.36	Very satisfied
5. Nearly all of the faculty are knowledgeable in their field.	3.33	Satisfied
6. The faculty provide prompt feedback to students on grades on class requirements, tests, projects.	3.18	Satisfied
7. The quality of instruction I receive in most of my classes is excellent.	3.34	Satisfied
8. The faculty care about me as an individual.	3.08	Satisfied
9. Class requirements are clear and reasonable.	3.09	Satisfied
10. The faculty are usually available for consultation.	2.97	Satisfied
11. Part-time faculty are competent as classroom instructors.	3.08	Satisfied
12. The faculty treat students fairly.	2.93	Satisfied
Total	3.24	Satisfied

The grand mean score obtained for the level of satisfaction on the instructional effectiveness provided by the school was 3.24 of which students were mostly satisfied with how instruction was given to them. The student respondents were also very satisfied with the commitment to excellence shown by the university, the intellectual growth being experienced by the students, and the number of students in each class with the mean scores of 3.60, 3.64 and 3.36 respectively.

Table 15: Summary on the Degree of Satisfaction on the Different Services of the University

	Mean	Interpretation
Academic Advising	3.30	Satisfied
Administrative Support Services	2.81	Satisfied
Campus Life	2.47	Satisfied
Concern for the Individual	3.25	Satisfied
Service Excellence	2.92	Satisfied
Instructional Effectiveness	3.24	Satisfied
Grand Total	3.11	Satisfied

To summarize the satisfaction level of the students regarding all the services provided by the university, the table reveals that most of the respondents were satisfied with these services having grand mean of 3.11. The highest mean score however was given to Academic advising with a mean score of 3.30, followed by concern for the individual with a grand mean score of 3.25, instructional effectiveness with a grand mean of 3.24.

Table 16: Degree of Satisfaction with the Different Administrative Offices

Offices	Mean	Interpretation
Accounting	3.23	Satisfied
Admissions	3.01	Satisfied
Cashier	3.29	Satisfied
Canteen	3.27	Satisfied
Library	3.22	Satisfied
Clinic	1.92	Dissatisfied
Registrar	2.98	Satisfied
OSSASS	3.14	Satisfied
Security	3.10	Satisfied
Supply	2.40	Dissatisfied
NSTP	3.06	Satisfied
Faculty	3.25	Satisfied
Staff	3.04	Satisfied
Total	3.11	Satisfied

As the table reveals, the students were satisfied with the services given by the administrative staffs with a total grand mean of 3.11. However, students were dissatisfied with the clinic staff with a mean of 1.92 and supply staff with a mean score of 2.40. This means that the students would like to receive a better service from the clinic and the supply office respectively.

SIGNIFICANT DIFFERENCE ACROSS PROFILES:

Table 17: Correlation between Level of Satisfaction and Age of Respondents

	F-Test Value	Interpretation
Academic Advising	.037	Significant
Administrative Support Services	.222	Not Significant
Campus Life	.590	Not Significant
Concern for the Individual	.628	Not Significant
Service Excellence	.043	Significant
Instructional Effectiveness	.603	Not Significant
Offices	.056	Not Significant

The table reveals that the services offered by the university has no significant difference as correlated to the level of satisfaction received by the respondents with respect to their age; except for Academic Advising that obtained a result of 0.037, and Service Excellence which had a result of 0.043. This means that the age of the respondents is related on how they view the need for academic advising and service excellence. Perhaps students at a younger age need more academic advising, guidance and counselling compared to those students at a higher age. This is because; younger students are in their period of adjustment to college life.

Table 18: Correlation between Level of Satisfaction and Sex of Respondents

	Level of Significance	Interpretation
Academic Advising	.395	Not Significant
Administrative Support Services	.192	Not Significant
Campus Life	.041	Significant
Concern for the Individual	.039	Significant
Service Excellence	.264	Not Significant
Instructional Effectiveness	.656	Not Significant
Offices	.579	Not Significant

Based on the table, it was found out that the university services has no significant difference as correlated to the level of satisfaction received by the respondents with respect to their sex except for Campus Life which has a significant difference since it has a result of 0.041 together with Concern for Individual that has a result 0.039. This means that the campus life is viewed differently by male and female students in the campus. Perhaps this is attributed to the varied activities done by male and female students in order for them to cope with college life. Moreover, looking at the students' population distribution, there are more female enrolees as compared to male enrolees. As such it is viewed that males are given more opportunity to excel in classroom as well as university activities because they are outnumbered by females. As such, almost all male students are known not only by the students themselves but also with the faculty members and university personnel in the entire campus.

Table 19: Correlation between Level of Satisfaction and whether Respondents are Sons and Daughters of Teachers

	Mother		Father	
	Level of Significance	Interpretation	Level of Significance	Interpretation
Academic Advising	.278	Not Significant	.063	Not Significant
Administrative Support Services	.252	Not Significant	.539	Not Significant
Campus Life	.946	Not Significant	.361	Not Significant
Concern for the Individual	.379	Not Significant	.151	Not Significant
Service Excellence	.508	Not Significant	.905	Not Significant
Instructional Effectiveness	.284	Not Significant	.276	Not Significant
Offices	.524	Not Significant	.676	Not Significant

The table shows that the difference between teaching as occupational profile of the respondents' parents and their satisfaction level on the services provided by the university was not significant. This means that having a teacher as mother or father has no bearing on treatment they receive in the campus.

Table 20: Correlation between Level of Satisfaction and Ethnicity

	Level of Significance	Interpretation
Academic Advising	.718	Not Significant
Administrative Support Services	.888	Not Significant
Campus Life	.778	Not Significant
Concern for the Individual	.777	Not Significant
Service Excellence	.587	Not Significant
Instructional Effectiveness	.474	Not Significant
Offices	.789	Not Significant

The table reveals that the difference between the Ethnicity profile and the response of the students towards their satisfaction level on the services provided by the university were not significant. This means that whatever ethnic group they belong, they receive the same treatment from the university. This also strengthens the university's brand as the Indigenous People's Education Hub that caters culture sensitive education to aspiring future educators.

Table 21: Correlation between Level of Satisfaction and Curricular Year

	Level of Significance	Interpretation
Academic Advising	.000	Significant
Administrative Support Services	.250	Not Significant
Campus Life	.017	Significant
Concern for the Individual	.037	Significant
Service Excellence	.009	Significant
Instructional Effectiveness	.212	Not Significant
Offices	.007	Significant

The previous table tells us that the difference between the respondents curricular level is significant to their satisfaction level on the university services identified except for the administrative support and Instructional Effectiveness which obtained a result of 0.250 and 0.212 respectively. This re-affirms the findings between the correlations of age to their satisfaction level response to academic advising and service excellence. The younger the students are the higher are their expectations to the services that they would be receiving but as they get older, they learn to level down their expectation since they are starting to understand reality.

CONCLUSIONS AND RECOMMENDATIONS:

The study revealed the following:

1. Most of the students enrolled in Philippine Normal University North Luzon who was represented by the respondents that were identified from the four different curricular levels have an age range of 16-19. A large percentage of them were females. In addition to, most of them were Ilocanos. However, there were also students coming from other ethnic groups such as Tagalog, Ibanag, Yogad, Itawes, Ifugao, Calinga, Gaddang, Igorot, Palanan and Kankanna-ey. Moreover, a great percentage of these students graduated from, public secondary high schools nevertheless; there were still students who were from private secondary high schools. Contrary to the belief that most of the students who take Education as their course preference were sons and daughters of teachers, there was only a small percentage of students whose either parents were teachers.
2. A total percentage of 45.6% of the students chose teaching as their first priority and 40.1% said that it was their second priority which ascertains that teaching is still among the top priorities of students enrolled in the university. And of which, Philippine Normal University North Luzon was the top priority university to enrol in since there was a total of 60.98% who chose it as the first priority university and 29.96% as the second priority university.

3. Students were found to be overall satisfied with the university services offered to them which were Academic Advising, Administrative Support Services, Campus Life, Concern for the individual, Service Excellence, and Instructional effectiveness. However, it was also found out that there were specific areas on which the students were not satisfied with the services they experienced of which were under Administrative Support services (1) Competence of the clinic staff, and (2) borrowing of audio-visual equipment for class lessons/ lectures.
4. Students were also satisfied with the services given by the administrative offices except with the Clinic and the Supply office respectively.
5. It was also found out that among the respondents profiles: age, sex, parent's occupation, ethnicity, course and school preference mostly do not show a significant difference among their responses regarding the University services offered except for specific areas namely: age and academic advising, and service excellence which obtained a difference of 0.037 and 0.043 respectively. This is explained by the human development theory where persons at a younger age need to be guided and advised accordingly to help them achieve independence and success. There was also a significant difference between the sex profile and Campus Life with a difference of 0.041 and Concern for the Individual with a difference of 0.039. This result can be attributed to the fact that males and females have varied perspectives on the experiences they receive and the difference on the level of maturity that the opposite sex have. Meanwhile, the study revealed that across curricular year levels, there was a significant difference among the responses regarding the level of satisfaction they receive from the university services such as Academic Advising, Campus Life, Concern for Individual, Service Excellence and Satisfaction from the different Offices. This is attributed to the varied learning experiences that the students are involved as they go across higher curricular year levels.

Based on the conclusions gathered, it is recommended that the services offered by the university must be based on the feedback coming from the students which are the major clientele of the institution. It is also further recommended that the identified weak points from among the services like those provided by the Clinic and Supply offices must be given attention for improvement since students were not satisfied on their services. Moreover, it is recommended that the university continuously gather feedback and suggestions not only from the students but also from stakeholders such as the parents and the community for the quality of the services provided by the university.

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